



Best Offense Is a Good Evaluation

"I have had the most wonderful experience watching children in grades pre-K–12 realize that fitness and tobacco do not mix. Florida has 39 projects in schools across the state this year fighting obesity and tobacco. Students learn about keeping fit through fitness centers and sports. They also learn that tobacco has no place in the fit and healthy person, as the following comments show:

'Fitness helps me by making me proud of myself. It made me lose pounds. The tobacco talk made me believe I can make the b-ball team. I'm glad I made the choice not to smoke.'

—*Tia, 4th Grade*

'I have learned why smoking is bad. I am going to help my grandmom quit smoking.'

—*T.C., 3rd Grade*

"It's words such as these that keep me working in the field of health and physical education. Helping children to avoid tobacco and stay fit is a matter of life and death for our society."

—*Millie Kissinger*
Project Director
Center for the Study of Teaching and Learning
Florida State University

BEST OFFENSE IS A GOOD EVALUATION

Two tobacco-free sports programs that have been evaluated are described:

Evaluation of the American Heart Association Youth Fitness and Tobacco Education/Prevention Program

**Florida Department of Health
and Florida State University
Tallahassee, Florida
(850) 644-3419**

This program aims to improve the overall health of Florida's children, primarily by increasing the amount of time students in Florida schools participate in regular fitness activities, reducing the number of kids who currently use or eventually will use tobacco, and reducing the number of kids who are exposed to secondhand smoke. To learn more about the program's performance for the previous two years and areas where improvements could be made, the health department hired a team of professional evaluators, Curva and Associates. Students were tested before and after they participated in the project to assess how increased fitness activities affected tobacco use. (See teacher instructions and sample survey, pages 37–39.)

Questions Addressed

The evaluators asked the kids questions about tobacco use, attitudes, and knowledge, and about fitness attitudes and knowledge. They also assessed students' physical fitness before and after the program. They wanted to address these main questions:

- To what extent does participation in the program affect the students' physical fitness levels, knowledge of

fitness concepts, and attitudes toward participation in physical fitness?

- To what extent does participation in the program affect the students' incidence of tobacco use, including the decision not to use tobacco in the first place and the decision to stop tobacco use completely?
- What are the characteristics of successful program sites?

Strengths and Weaknesses Revealed

- Students in elementary school and middle school showed a significant increase in knowledge about fitness. Elementary school students' scores improved 8.2%, and middle school students' scores increased 16.7%.
- Elementary school students showed significant fitness improvements on three of four fitness measures after participating in the fitness program. Middle and high school students showed significant fitness improvements on two of four fitness measures after participating in the program.
- Of all students who were smokers before the program, 36.7% of high school students, 60% of middle school students, and 100% of elementary students had quit smoking when they were surveyed after the program.

Gymnast Dominique Dawes is an Olympic gold medalist and US national champion. Photo by Doug Pensinger/Allsport.



- There was a statistically significant 9.3% increase in tobacco knowledge among elementary students who participated in the fitness program for one year, and no such increase for the comparison groups.
- Knowledge about tobacco use increased 26% among elementary students who had participated in the fitness program for two years.
- Knowledge about fitness increased 31% among elementary students who had participated in the fitness program for two years.
- A characteristic of successful program sites was collaboration between teachers, school health programs, schools, community-based youth programs, private industries, and local public health organizations.
- School programs that had integrated fitness into other subject areas had the strongest effects on fitness, health, and academic achievement.

How to Strengthen the Program

After assessing two years of evaluation results, the evaluators offered many recommendations for improving the program. For example, they advised the health department to expand the program by adding additional sites so that more students can be exposed to the messages and resources. The evaluators also recommended that the program begin early in the fall for two reasons: the schools could order equipment and supplies sooner, and the students could benefit from a year-long program.

Evaluation of Indianapolis Colts Star's School Visits Indiana State Department of Health Indianapolis, Indiana (317) 233-7299

The health department teamed up with Project American Stop Smoking Intervention Study (ASSIST) and the American Cancer Society in a statewide anti-tobacco campaign that had two mass media components: Anti-tobacco messages were broadcast during all Colts home games, reaching an estimated 251,800 listeners, and a Colts player delivered anti-tobacco messages to 1,675 students in six middle schools in Indiana. Colts radio network brokered the intervention, which cost \$83,000.

To evaluate the effects of the Colts player's visits to the school, a test—developed by an Indiana University School of Nursing professor—was given one week before the presentation to students, immediately after the presentation, and again three months later. Results showed that a one-time presentation was *not* sufficient in bringing about a measurable change in the children's attitudes and behaviors. However, the evaluation also revealed that it might be useful to have an anti-tobacco message delivered by a professional athlete to counterbalance tobacco advertising associated with sporting events, and such a presentation is likely to increase children's motivation for, and receptivity to, other anti-tobacco messages. (See Survey, page 40.)

**AMERICAN HEART ASSOCIATION YOUTH FITNESS
TOBACCO PREVENTION/EDUCATION PROGRAM
TEACHER INFORMATION SHEET**

SCHOOL _____

TEACHER _____

TOTAL SURVEYS INCLUDED _____

CLASSES TO RECEIVE SURVEY _____ CLASS _____ # OF STUDENTS _____

CHECK ONE: AHA Fitness Class _____ CONTROL Group _____

TO THE INSTRUCTOR:

1. Administer the Physical Fitness Questionnaire and Tobacco Attitude and Behavior Survey to the classes indicated above.
2. Administer the Fitness Test. (See attached instructions.)
3. Record students' fitness scores on the Physical Fitness Scorecard.
4. For each class separately, bundle the surveys together with the Physical Fitness Scorecard, place them in the enclosed envelope, and return to FSU.

PLEASE INCLUDE THIS FORM WITH THE COMPLETED SURVEYS.

5. If you have any questions, please call or e-mail:
Fely Curva, 850-222-5299.



FITNESS AND TOBACCO SURVEY MIDDLE SCHOOLS (P)

Draft

First Name (PLEASE PRINT)

Last Name

Birth Date

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Q1 - How old are you?

- ☐ 9 years old or younger
☐ 10 years old
☐ 11 years old
☐ 12 years old
☐ 13 years old
☐ 14 years old
☐ 15 years old or older

Q2 - Are you

- ☐ Female ☐ Male

Q3 - What grade are you in?

- ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ Other

Q4 - How do you describe yourself?

- ☐ White - not Hispanic
☐ Black - not Hispanic
☐ Hispanic or Latino
☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native
☐ Other

Q5 - During the past 30 days, on how many days did you smoke cigarettes?

- ☐ I did not smoke during the past 30 days
☐ 1 or 2 days
☐ 3 to 5 days
☐ 6 to 9 days
☐ 10 to 19 days
☐ 20 to 30 days

Shade Circles Like This--> ●

Not Like This--> ☒ ☑

Q6 - During the past 30 days, on how many days did you use chewing tobacco, snuff or dip, such as Redman, Levi Garret, Beechnut, Skoal, Skoal Bandits, or Copenhagen?

- ☐ I did not chew in the past 30 days
☐ 1 or 2 days
☐ 3 to 5 days
☐ 6 to 9 days
☐ 10 to 19 days
☐ 20 to 30 days

Q7 - During the past 30 days, on how many days did you smoke a cigar, cigarillo, or little cigar?

- ☐ I did not smoke in the past 30 days
☐ 1 or 2 days
☐ 3 to 5 days
☐ 6 to 9 days
☐ 10 to 19 days
☐ 20 to 30 days

Q8 - Do you think you will try a cigarette soon?

- ☐ I have already tried cigarettes
☐ Yes
☐ No

Q9 - What is the youngest age a person can legally buy cigarettes in Florida?

- ☐ Less than 16 years old ☐ 16 years old ☐ 18 years old ☐ 21 years old ☐ Not sure

Q10 - Do you think you will smoke a cigarette at any time during the next year?

Q11 - If one of your best friends offered you a cigarette, would you smoke it?

Q12 - Can people get addicted to cigarette smoking just like they can get addicted to cocaine or heroin?

Q13 - Do you think young people who smoke cigarettes have more friends?

Q14 - Do you think smoking cigarettes make young people look cool or fit in?

Q15 - Do you think it is safe to smoke for only a year or two, as long as you quit after that?

Q16 - Do you think smokers have shorter lives than non-smokers?

Q17 - Do you think smoke from other people's cigarettes is harmful to you?

Q18 - Does Florida have a law that punishes anyone under age 18 who has cigarettes or any other tobacco product in their possession?

Definitely Yes
Probably Yes
Probably Not
Definitely Not

NEXT PAGE

Florida middle school students filled out this questionnaire to evaluate the effectiveness of the American Heart Association Youth Fitness and Tobacco Education/Prevention Program.



FITNESS AND TOBACCO SURVEY MIDDLE SCHOOLS

Q19 - Warm-ups (stretching) help you to become

- ☐ more flexible
- ☐ less flexible
- ☐ muscular

Q20- Doing push-ups, pull-ups, and sit-ups develops

- ☐ muscular endurance
- ☐ flexibility
- ☐ cardiovascular endurance

Q21 - Which of the following is an aerobic activity?

- ☐ Bowling
- ☐ Jump Rope
- ☐ Golf

Q22 - In aerobics, your goal is to reach your

- ☐ lowest weight
- ☐ toes
- ☐ target heart rate

Q23 - At the end of an aerobic activity, it is important to

- ☐ cool down
- ☐ sit down
- ☐ warm up

Q24 - When jogging, breathing should be

- ☐ relaxed
- ☐ fast
- ☐ stopped

Q25- Aerobic means

- ☐ without oxygen
- ☐ with oxygen
- ☐ strengthening

Q26 - All of the following are benefits of exercise except

- ☐ reduces stress
- ☐ lowers blood pressure
- ☐ increases blood fat level

Q27 - The most important part of physical fitness is

- ☐ muscular strength
- ☐ cardiovascular endurance
- ☐ flexibility

Q28 - How do you feel about the amount of exercise and sports activity that you are involved in?

- ☐ I would like to exercise and do physical activity more than I do now.
- ☐ The amount of exercise and physical activity I do is about right for me
- ☐ I would like to do less exercise and physical activity than I do now.

Q29 - Cool-down exercises are important because they help the heart to

- ☐ pump faster
- ☐ get stronger
- ☐ recover gradually

Q30 - A good activity to help develop cardiovascular fitness is

- ☐ jogging
- ☐ kickball
- ☐ lifting weights

Q31 - To get an aerobic conditioning effect, you should exercise

- ☐ three or more times a week
- ☐ two times a week
- ☐ once a week
- ☐ weight training

Q32 - On how many of the past 7 days did you exercise or participate in sports activities that made you sweat and breathe hard (such as jogging, walking, biking, basketball, tennis, aerobics, etc.)?

- ☐ 0 days
- ☐ 1-2 days
- ☐ 3-4 days
- ☐ 5-7 days

Q33 - I look forward to doing physical activity (games, sports, and exercise).

AGREE

☐

DISAGREE

☐

Q34 - I am not very good at exercise and sports.

☐

☐

Q35 - I don't know very much about exercise and sports.

☐

☐

Q36 - Physical activity is good for me.

☐

☐

Q37 - I don't like to exercise or play sports.

☐

☐

Q38 - I do not have enough time for exercise or sports.

☐

☐

Q39 - Physical activity is important to me

☐

☐

QUESTIONS? curva@mindspring.com

It is very important to understand how youth your age feel about smoking and tobacco use. You are not required to answer these questions, but it would be very helpful to learn about Indiana youth and smoking. Do not put your name on this sheet. No one will know how you answered or whether you answered the questions. It is important to answer the questions honestly. You may answer all, some, or none of these questions.

Please check the appropriate line:

Male ____ Female ____
 White ____ African American ____ Hispanic ____ Asian American ____ Native American ____ Multi-Racial ____
 6th Gr ____ 7th Gr ____ 8th Gr ____ 9th Gr ____ 10th Gr ____ 11th Gr ____ 12th Gr ____

PLEASE CIRCLE THE ANSWER THAT DESCRIBES YOUR OPINION.

1. I think smoking is dumb.	Agree	Not Sure	Disagree
2. I don't want to smoke when I am an adult.	Agree	Not Sure	Disagree
3. I would tell my friends I don't want to be around them if they were smoking.	Agree	Not Sure	Disagree
4. I don't think that tobacco use is as bad for your health as everybody says it is.	Agree	Not Sure	Disagree
5. I would probably smoke if my friends thought it was cool.	Agree	Not Sure	Disagree

Thank you for participating in this important survey.

This survey helped evaluate the effectiveness of visits by an Indianapolis Colts football player to middle schools as part of a statewide anti-tobacco campaign.